



Mark Scheme (Results)

Summer 2018

Pearson Edexcel International GCSE
In Bengali (4BE0) Paper

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Summer 2018

Publications Code 4BE0_01_1806_MS

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question 1

	Com = 2 marks	Com = 1 mark	Com = 0
(a)	How heavy was the rainfall last night! গতরাতে কতো ভারী বৃষ্টিপাতই না হলো! Complete transmission with accurate language, such as: গতরাতে কতো প্রবল/ভারী বৃষ্টিপাতই না হলো! Complete transmission with minor spelling errors (one or two) such as: গতরাতে কথ ভারী বিসটি না হলো! or similar.	- Complete transmission without punctuation mark/s, such as গতরাতে কতো ভারী বৃষ্টিপাতই না হলো or similar. - Partial transmission/omission of one word/phrase from the following, - গতরাতে or কতো প্রবল/ভারী or বৃষ্টিপাতই or / না হলো! such as: কতো ভারী বৃষ্টিপাতই না হলো! or similar. Complete transmission with major spelling errors, (three or four) which does not affect communication such as: গথরাতে কথ ভাড়ী বিসটি না হলো! or similar.	Transmission is: totally out of context/does not make sense at all such as: গতরাতে প্রবল জ্বর এলো। or similar.
	Com: = 2 marks	Com = 1	Com = 0
(b)	It is quite likely that I will be late home tonight. আজ রাতে আমার বাড়ি ফিরতে খুব সম্ভব দেরী হবে। Complete transmission with accurate language, such as: আজ রাতে আমার বাড়ি ফিরতে খুব সম্ভব দেরী/বিলম্ব হবে। or similar. Complete transmission with minor spelling errors (one or two) such as: আজ রাতে আমার বারি ফিরতে খুব সম্ভব দেরী হবে। or similar.	Complete transmission without punctuation mark/s, such as আজ রাতে আমার বাড়ি ফিরতে খুব সম্ভব দেরী হবে or similar. Partial transmission/omission of one word/phrase from the following, আজ রাতে or আমার or বাড়ি ফিরতে or খুব সম্ভব or / দেরী/বিলম্ব or হবে such as: আমার বাড়ি ফিরতে খুব সম্ভব দেরী হবে। or similar. Complete transmission with major spelling errors, (three or four) which does not affect communication such as: আজ রাতে আমার বারি পিরতে খুব সম্ভব দেড়ী হবে। or similar.	Transmission is: totally out of context/does not make sense at all such as: রাতে সিনেমা দেখে ফিরবো। or similar.

	Com: = 2 marks	Com = 1	Com = 0
(c)	At the outset of the project they encountered problems. প্রকল্পের শুরুতেই তারা সমস্যার সম্মুখীন হলো। Complete transmission with minor spelling errors (one or two) such as: প্রকল্পের শুরুতেই/প্রারম্ভেই তারা সমস্যার সম্মুখীন হলো। or similar. Complete transmission with minor spelling errors (one or two) such as: প্রকল্পের শুরুতেই তারা সমস্যার সম্মুখীন হলো। or similar.	Complete transmission without punctuation mark/s, such as প্রকল্পের শুরুতেই তারা সমস্যার সম্মুখীন হলো or similar. - Partial transmission/omission of one word/phrase from the following, প্রকল্পের or শুরুতেই or তারা or সমস্যার or সম্মুখীন হলো such as: শুরুতেই তারা সমস্যার সম্মুখীন হলো। or similar. - Complete transmission with major spelling errors, (three or four) which does not affect communication such as: প্রকল্পের সুরূতেই তারা সমস্যার সম্মুখীন হলো। or similar.	Transmission is: totally out of context/does not make sense at all such as: পড়ার শুরুতেই তার কান্না পেলো। or similar.
	Com: = 2 marks	Com = 1	Com = 0
(d)	You should have reached there before the meeting had started. সভা শুরু হওয়ার আগেই সেখানে তোমার/তোমাদের পৌঁছানো উচিত ছিলো। Complete transmission with with accurate language, such as: সভা শুরু হওয়ার আগেই সেখানে তোমার/তোমাদের পৌঁছানো উচিত ছিলো। Complete transmission with minor spelling errors, (one or two) such as: সভা সুরূ হওয়ার আগেই সেখানে তোমার/তোমাদের পছানো উচিত ছিলো। or similar.	- Complete transmission without punctuation mark/s, such as সভা শুরু হওয়ার আগেই সেখানে তোমাদের পৌঁছানো উচিত ছিলো or similar. - Partial transmission/omission of one word/phrase from the following, সভা or শুরু হওয়ার or আগেই or সেখানে or তোমার/তোমাদের or পৌঁছানো or উচিত ছিলো such as শুরু হওয়ার আগেই সেখানে তোমার/তোমাদের পৌঁছানো উচিত ছিলো। or similar. - Complete transmission with major spelling errors, (three or four) which does not affect communication such as: সভা সুরূ হওয়ার আগেই সেখানে তোমার/তোমাদের পছানো ওচিত ছিলো। or similar.	- Transmission is totally out of context/does not make sense at all such as: - সভার শুরুতে বৃষ্টি এলো or similar.

	Com: = 2 marks	Com = 1	Com = 0
(e)	Stratford-upon-Avon where Shakespeare was born, attracts many tourists. শেক্সপীয়ারের জন্মের জায়গা, স্ট্র্যাটফোর্ড-আপন-এভন অনেক ভ্রমণকারীকে আকৃষ্ট করে। Complete transmission with accurate language, such as: শেক্সপীয়ারের জন্মের জায়গা, স্ট্র্যাটফোর্ড-আপন-এভন অনেক ভ্রমণকারীকে আকৃষ্ট করে। Complete transmission with minor spelling errors, (one or two) such as: শেক্সপীয়ারের যনমের জায়গা, স্ট্র্যাটফোর্ড-আপন-এভন অনেক ভ্রমণকারীকে আকৃষ্ট করে। or similar.	- Complete transmission without punctuation mark/s, such as শেক্সপীয়ারের জন্মের জায়গা, স্ট্র্যাটফোর্ড-আপন-এভন অনেক ভ্রমণকারীকে আকৃষ্ট করে or similar. - Partial transmission/omission of one word/phrase from the following, শেক্সপীয়ারের or জন্মের জায়গা or স্ট্র্যাটফোর্ড-আপন-এভন or অনেক or ভ্রমণকারীকে or আকৃষ্ট করে such as: জন্মের জায়গা, স্ট্র্যাটফোর্ড-আপন-এভন অনেক ভ্রমণকারীকে আকৃষ্ট করে। or similar. - Complete transmission with major spelling errors, (three or four) which does not affect communication such as: শেক্সপীয়ারের যনমের যায়গা, স্ট্র্যাটফোর্ড-আপন-এভন অনেক বমণকারীকে আকিস্ট করে। or similar.	Transmission is totally out of context/does not make sense at all such as: ভ্রমণকারীরা আকর্ষণীয় জায়গা দেখতে যায়। or similar.

There are 5 sentences in Question 1

Communication Mark: (for each single sentence)

2 marks:

- Full relevant communication in Bengali with minor spelling errors (1 or 2 spellings)

1 mark:

- Partial/half relevant communication in Bengali and or 3/4 spelling errors

0 mark:

No relevant communication

The Quality of Language grid is applied GLOBALLY to all five sentences

Quality of language	Explanations	Possible marks based on the total Communication marks
5	High level of accuracy with only minor errors	Com = 10/9 → 5
4	Level of accuracy generally secure but incidents of error increases in more complex language.	Com = 8/7 → 4
3	Accuracy variable with some basic errors.	Com = 6/5 → 3
2	High incidence of error impedes communication at times. Inconsistent.	Com = 4 → 2
1	Frequent error with only isolated examples of accurate language.	Com = 3/2 → 1
0	No language worthy of credit.	Com = 1/0 → 0

Question 2 and Question 3: Translation

	Transmission
13-15	Excellent transmission skills with clear grasp of detail. Excellent transfer of inference, nuance and idiom. Pleasant to read.
10-12	A generally very competent rendering of the original text with grasp of most detail, nuance and idiom. Some passages, usually more complex, misinterpreted. Some successful attempts at rephrasing. The style is generally pleasing.
7-9	The main points, usually narrative and concrete, are conveyed successfully for the most part, although problems are encountered with more complex language. Inference, nuance and idiom transmitted successfully on occasions. Some passages misunderstood and attempts at rephrasing only partially successful. The style is not always coherent.
4-6	Only the more straightforward concrete points are transmitted successfully. Very little or no awareness of nuance and/or idiom. Several sections totally misunderstood. The style is incoherent with communication impaired at times.
1-3	Only the very basic points are transmitted successfully with some very straightforward sections totally misunderstood. The style is often incomprehensible. Communication is frequently impaired.
0	No language worthy of credit.

	Quality of Language
9-10	A very high level of accuracy with only minor errors. Confident use of a wide range of lexis and structures appropriate to the task. Excellent grasp of tense use. Very pleasant to read overall, although not necessarily faultless.
7-8	A high level of accuracy overall with however occasional basic errors, usually in more complex language. Uses a wide range of lexis and structures appropriate to the task with occasional lapses. Grasp of tense/ concept/time sequence generally secure although occasional lapses are evident. Pleasant to read for the most part.
5-6	Largely accurate when using simple, short phrases: incidence of error increases in more complex language. Lexis and structures appropriate to the task tend to be adequate with several items unknown. Problems at times with tense use. Some use of given adjectives and/or adverbial phrases with some degree of success. About half of what is written should be free of major errors. Not always easy to read.
3-4	Some inaccuracies in basic grammar although narrative sections, usually short and straightforward, are in general correct. Lexis and structures appropriate to the task restricted with some often quite basic items unknown. At times some fairly basic problems with tense concept/time sequence. Use of given adjectives, and/or adverbial phrases occasionally evident, though these are likely to be only partially successful. Often quite difficult to follow.
1-2	A very high incidence of basic error in all aspects of grammar, syntax and morphology. Basic lexis and structures appropriate to the task unknown. No awareness of tense concept/time sequence. Large sections totally misunderstood. Communication impaired. Very little of credit.
0	No language worthy of credit.

Question 2

Bengali translation

১৯৬৫ সালে ঢাকায় বাংলাদেশ বিজ্ঞান ও প্রযুক্তি জাদুঘর প্রতিষ্ঠিত হয়। এই জাদুঘর শুধুমাত্র স্থানীয় বিজ্ঞানীদের উদ্ভাবনী কাজ সংরক্ষণই করে না বরং কমবয়সী বিজ্ঞানীদেরকে গবেষণার কাজ চালিয়ে যাওয়ার জন্যও উৎসাহিত করে। জাদুঘরটি মানব সমাজের বৈজ্ঞানিক ও প্রযুক্তিগত অগ্রগতির ইতিহাস প্রদর্শন করে। লক্ষ্য দলের পর্যায়, উৎসাহ ও চাহিদা অনুযায়ী এই জাদুঘরের কার্যক্রম আয়োজিত হয়। এই দলগুলোতে আছে শিক্ষার্থী, কিশোর, প্রাপ্ত বয়স্ক, শ্রমজীবী ও শৌখিন বিজ্ঞানী।

এই জাদুঘর দর্শনার্থীদেরকে গ্যালারী ব্যবহার করে স্থির ও চলমান প্রদর্শনী, মডেল, রেখাচিত্র ও বিজ্ঞপ্তি ইত্যাদির মাধ্যমে বিজ্ঞান শিক্ষা দেয়। এসবের মধ্যে রয়েছে মানুষের মহাকাশ যাত্রার সচিত্র রেকর্ড ও সমুদ্র গভীরের বিভিন্ন প্রাণীর সচিত্র উপস্থাপনা। পাট, কাঠ, পশম, কচুরীপানা ও গুল্ম থেকে স্থানীয়ভাবে প্রস্তুত জিনিসপত্র প্রদর্শনীর বিশেষ আয়োজনও এখানে করা হয়।

মাধ্যমিক ও উচ্চ মাধ্যমিক বিদ্যালয়গুলোর বিজ্ঞান পাঠ্যক্রমের অন্তর্ভুক্ত বিষয়গুলোর উপর ছাত্র ও শিক্ষকদের উদ্দেশ্যে এখানে ভাষণ দেওয়া হয়। টেলিস্কোপ দিয়ে চন্দ্র গ্রহণ ও সৌর দাগ দেখার জন্য নিয়মিত অনুষ্ঠানও এখানে হয়ে থাকে। একই সময়ে বিশ জন দর্শনার্থীর দর্শন করার উদ্দেশ্যে একটি ক্ষুদ্র নক্ষত্রশালাও এখানে স্থাপন করা হয়েছে। এই জাদুঘরে একটি পাঠাগার আছে যেখানে শৌখিন বিজ্ঞানীদের পড়ার জন্য বিভিন্ন বিষয়ের বই ও পত্রিকা আছে। বিজ্ঞানভিত্তিক পত্রিকাও এখানে নিয়মিত প্রকাশিত হয়। ‘নবীন বিজ্ঞানী’ হলো এমন একটি জনপ্রিয় কিশোর বিজ্ঞান পত্রিকা।

Question 3

English translation

Shakil Ahmed is a third-year honours student of Management Department at Dhaka University. To know about Shakil, we have to look back. At that time, he was studying in class seven in a secondary school in Kalabagan. His father was a rickshaw puller. There were six members in the family including his parents and siblings. Shakil had to give up education because his father's little income could not support the family and he started delivering newspapers from door to door. He also worked in a garment factory for about a year. Besides, he also worked for repairing bikes at weekends. Despite all these, his willingness to study did not diminish. After two years, he got himself admitted to a school and maintained his educational expenses by doing small jobs in various places.

At last, he was rewarded for his hard work. His secondary exam results revealed that he obtained GPA-5 in all subjects. His parents were illiterate, so they had no idea about GPA-5. However, Shakil's results made them very happy. Besides, he was also praised by his teachers and the local people. Though this good result strongly inspired him to continue the higher education, thoughts of financial hardship threw cold water over his dreams.

Just at that time, his story as a talented student was published in a newspaper. Reading the article, a prominent businessman named Zahid Hasan from Dhaka came forward to help him realise his dream. As a guardian, he had to bear Shakil's educational and other expenses. Mr. Hasan had high hopes about Shakil and was very happy with his success. Mr Hasan hoped Shakil would settle down as well as devote to the wellbeing of the country. Shakil of Dhaka University is moving forward to fulfil his goal.

Question 4 – Writing (Total: 35 marks)

This question attracts marks for **Communication and content** and **Quality of Language**. Please see the following grids:

	Communication and content
17-20	Responds fully and appropriately to the stimulus with excellent and relevant expansion. Gives detailed descriptions, expresses and justifies opinions as appropriate to the task. The time sequence is clear and unambiguous. A coherent piece of writing which is pleasant to read.
13-16	Responds to nearly all of the task although there may be some omissions. Some relevant expansion at times. Provides evidence of description, narration and opinion as appropriate to the task. Time sequence generally sound with occasional lapses. A generally well structured piece of writing. A sound attempt overall to link the piece into a coherent whole with, however, some lapses. May be a little pedestrian and predictable or somewhat over-ambitious at times.
9-12	Majority of task completed with, however, some significant omissions. There may be some irrelevance. Goes beyond a minimal response with some expansion of ideas and straightforward opinion relevant to the task. Time sequences show a degree of ambiguity at times. Comprehensible overall with some attempt to link the piece into a coherent whole. Ambiguous in places especially in more ambitious language. Tends to be somewhat predictable.
5-8	Main points of the task understood but some points totally misunderstood. Some major omissions with a degree of irrelevance and/or repetition. Level of response fairly limited with little opinion and justification appropriate to the task. Functions predominantly in simple, concrete sentences for the most part. Some evidence of correct time sequences but mostly inconsistent and insecure. Just about comprehensible overall with, however, a marked degree of ambiguity. Not easy to read.
1-4	Task generally misunderstood with little relevant information conveyed. Much ambiguity, confusion and omission. Level of response minimal with only a few relevant phrases. Communication largely impaired. Time sequences rarely correct. Largely incomprehensible with the exception of isolated items. Very difficult to read.
0	No language worthy of credit.

	Quality of Language
13-15	Predominantly accurate: free of all but minor errors in grammar, syntax and morphology. Uses a wide range of vocabulary, idiom and structure appropriate to the task with very little or no repetition. Excellent use of tense concept/time referents. Excellent examples of subordination and appropriate use of more complex structures. Clear ability to manipulate language with a high degree of accuracy to suit the purpose. Very pleasant to read, though not necessarily faultless.
10-12	Generally accurate and secure in grammar, syntax and morphology with some lapses. Accuracy less secure when more complex language is attempted. Uses a good range of vocabulary, idiom and structure, which are for the most part appropriate to the task. Attempts at more ambitious structures not always successful. Generally a secure grasp of tense concept/time referents. Manipulates language to suit the task at hand with, however, some errors. A wide range of vocabulary, idiom and structure may compensate for a lower level of accuracy. Generally easy to read despite the errors.
7-9	Fairly accurate in simple language however tends to be inconsistent in application of grammar, syntax and morphology when attempting more complex language. Range of vocabulary, idiom and structure standard and somewhat predictable. Some inconsistency in use of tense concept/time referents. Some attempts at subordination and sentence linking which are only partially successful. Attempts enhancement of fact with adjectives and/or adverbial phrases with moderate success. About half of what is written should be free of major errors. Despite inaccuracies the basic message is conveyed.
4-6	Accuracy is inconsistent with frequent basic errors in grammar, syntax and morphology. Simple, short sentences are sometimes correct but very little beyond. Range of vocabulary and structure very limited. Use of tense concept/time referents limited and often inappropriate. Limited success in attempts at enhancement of fact with adjectives, and/or adverbial phrases. Not easy to read.
1-3	A high level of inaccuracy with very frequent and basic errors in grammar, syntax and morphology. There may be the occasional correct phrase. No awareness of tense concept/time referents. Vocabulary very basic with little or no evidence of correct use of basic structures. Communication is severely impaired overall. Extremely difficult to read.
0	No language worthy of credit.

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